ADJUSTMENT OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR PERSONALITY TYPE AND HOME-ENVIRONMENT

SYNOPSIS OF THE THESIS

Submitted by

Neelam

Registration No.: **18RSEPHE002**

Under supervision of

Dr.PROMILA

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DECLARATION

I hereby declare that the dissertation synopsis entitled **"ADJUSTMENT OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR PERSONALITY TYPE AND HOME-ENVIRONMENT"** to be submitted for the partial fulfillment of the Degree of Doctor of Philosophy is my original work and the dissertation has not formed the basis for the award of any degree, diploma, associate ship or fellowship of similar other titles. It has not been submitted to any other University or Institution for the award of any degree or diploma.

Place: CHAIL CHOWK

Date: 18/10/2020

Signature of the Scholar

Name of Scholar

NEELAM

Forwarded by: Concern Supervisor

Place: CHAIL CHOWK

Date: 20/10/2020

Signature of the Supervisor

Name of the Supervisor

Dr. PROMILA

Forwarded to Direct Research

Dean
Faculty of Education, Basic Sciences & Humanities
Abhilashi University, Chail Chowk
Mandi (H.P.)-175028

CERTIFICATE

This is to certify that the thesis titled, **""ADJUSTMENT OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR PERSONALITY TYPE AND HOME-ENVIRONMENT"** is an original piece of work done by Neelam under my supervision for the degree of Doctor of Philosophy, in Abhilashi University Chail Chowk Mandi, H.P. I also certify that this work is has not been submitted to any other University for a Ph.D. degree.

Place: CHAIL CHOWK

Date: 20/10/2020

Signature of the Supervisor

Name of the Supervisor

Dr. PROMILA

INTRODUCTION

Education is a significant tool which is very useful in everybody's life. Education is what differentiates us from different living beings on earth. It makes man the most intellectual and adjusted creature on earth. It empowers humans and gets them prepared to face all challenges of life efficiently. Education being a mirror of the society is also the seed and flower of the overall progress. It excels human being from lack of knowledge to illumination of knowledge, from the shade of social backwardness to the light of social improvement and the nation from paucity towards more rapid social and economic development. The universal aim of education is to prepare a person to live life successfully. Education should facilitate us to conquer those problems and obstacles which we might face in life. Current society has turned into a complex and competitive one. We are living in a stage of speedy industrialization and technological advancement. Consequently, there is a significant change in educational aims and objectives. These changes are general as well as specific. Present time expects from pupils to have high compassion, general aptitude, and superior excellence through education. Education helps man to adjust to him and society as well. Human being endeavour and struggle to adjust to physical needs. They also endeavour to satisfy psychological needs such as emotional security, acceptance, etc. The problem of adjustment has become so imperative in our multifaceted and civilized society that psychologists have turned their deep interest in understanding it. The problem of adjustment, being faced by our youth, needs a serious deliberation.

CONCEPT OF ADJUSTMENT

Each person has many desires and urges. She/he is determined to oblige these desires. Although physiological needs such as thirst, hunger, sex, and many others may be periodical in nature, the other needs such as the psychological and psycho-social may not be having uniformity. The desire for belonging to a group, to be appreciated, to be respected and cared for, need for identity are illustrative of psychological needs. All these needs are to be fulfilled in a given environment and situation of life. The environment to be directed to the individual will bring a large number of communal norms. Mother, father, elder brother, sister, uncle, aunt, grandmother, grandfather, and in this way a host of individuals constitute the family and relationship which work

together with the individual, while she/he tries to satisfy her/his needs. Similarly, the student has to interact in the school with the teachers, the headmaster, classmates, seniors, and many individuals in the school systems for gratifying his needs. These interactions are not a snapshot phenomenon. They comprise a never-ending process. The youngster learns through a process of trial and error and manifestation about such behaviour, which contributes to the satisfaction of their needs. In this process and through this process the child develops habits of thought and behaviour. All behaviours which contribute to the gratification of needs get strengthened over a period of time and such behaviours that may not contribute to the satisfaction of needs may find low esteem by the individual. The overall process of satisfaction of physiological and psycho-social needs by an individual in an environment is referred to as an adjustment.

DEFINITIONS OF ADJUSTMENT

The definitions of adjustment are given below:

L.S. Shaffer (as cited in Sharma, R. A. (2002) "Adjustment is the process by which a living organism maintained a balance between its needs and the circumstances that influence the satisfaction of these needs. **"**

C. V. Good (as cited in Sharma, R. A. (2002), "Adjustment is the process of finding and adopting modes of behaviour suitable to the environment or change in the environment. The favourable neutral and unfavourable adaptation of an organism to external and internal stimulation and the process by which individual or groups accept, compromise with or acquire with social forces or one another. "

James Drever (as cited in Mangal, S. K. (2007), "Adjustment means the modification to compensate for or meet special conditions."

Erik Erikson (as cited in Sharma, R. A. (2002), "The ability to accommodate oneself to changing circumstances is a mark of maturity, could be easily interpreted as a definition of adjustment."

In light of the above definitions, we can say that the ability of a person to adjust himself satisfactorily to peculiar situations is called an adjustment. A well-adjusted person tries to respond in a manner rationally consistent with the social goals and

values of the community and not too inconsistent with his own convictions and personal integrity.

CHARACTERISTICS OF A WELL- ADJUSTED PERSON

A well-adjusted person may possess following of the characteristics:

1. The consciousness of his own strengths and limitations.
2. Respecting him and others.
3. An adequate level of aspiration.
4. The satisfaction of basic desires.
5. Absence of a critical or fault-finding perspective.
6. Flexibility in behaviour.
7. The capacity to deal with adverse circumstances.
8. Real perception of the world.
9. A feeling of ease with his surroundings.
10. A balanced philosophy of life.

SCOPE OF ADJUSTMENT

The main areas or aspects of adjustment are:

1. **Health adjustment**:

In this area of adjustment one is said to be adjusted concerning one's health and physical development. If a child's physical development and abilities are in conformity with those of his age mates and he does not feel any difficulty in his progress due to some defects or in capabilities in his physical organs, he enjoys the full opportunity of being adjusted.

2. **Emotional adjustment**:

In emotional adjustment, emotions play a leading role in one's adjustment to self and his environment. A person is said to be emotionally adjusted if he can adequately express his emotions at a proper time. This area requires one's balanced emotional development and proper training in the outlet of emotions.

3. **Social adjustment**:

How far one is adjusted in the society can be ascertained by one's social development and adaptability to the social environment. Social adjustment requires the development of social qualities and virtues in an individual. It also requires that one should be social enough to live in harmony with one's social being and feel responsibility and obligation toward one's fellow beings, society, and country.

4. **Home adjustment**:

In this area of adjustment home is the source of greatest satisfaction and security to its members. The relationship among the family members and their Ways of behaviour play a leading role in the adjustments of a child. All problematic and delinquent behaviour is the result of that adjustment and maladjustment, to a great extent is the product of faulty bearing and uncongenial atmosphere at home.

5. **School or Occupational adjustment**:

Whereas in the adjustment of adults, their occupation plays a great role, the school environment casts its influence over the adjustment of the children and the adolescent. How far a child is satisfied with his school building, its discipline, time table, co-curricular activities, method of teaching, class and school mates, teachers, and head of the institution, is completely in the pattern of this total adjustment.

FACTORS AFFECTING ADJUSTMENT

Essentially adjustment refers to the ability of an individual to satisfy the demands of his surroundings as well as his own needs. There are so many factors that influence adjustment. There are no single factors that caused maladjustment among children. The causes are many and varied.

The factors are:

1) **Psychological factors**: Maladjustment, behaviour deviations of aggression, regression compulsive behaviour, or other abnormal reaction.
2) **Psychosocial factors:** Not all adjustment problems arise from frustrations in an immediate situation or from the discrepancy between the child's capacity to behave and the requirements of the environment, other factors include:
    a. Early home experiences

b. Social and economic aspects of the child's environment.

3) **Physiological Factors**: Just as the mind affects the body, so also the body affects the mind. Neither psychological factor nor the psychosocial factors explain all forms of maladjustment. There may be some physiological factors that might have caused maladjustment. The prolonged illness of a child or chronic diseases of various types, brain damage, etc., harms a child's behaviour and interaction with others. We call such behaviour maladjustment even though we do not know the physiological factors which might have caused it.

MAJOR ADJUSTMENT PROBLEMS OF ADOLESCENTS/ SENIOR SECONDARY SCHOOL STUDENTS

1. Substance Use and Abuse

Adolescents are vulnerable and can be easily persuaded to the wrong side. Substance abuse is one of the major problems that parents of adolescents around the world have to deal with. Peer pressure is one of the noteworthy factors that drive youngsters to take up smoking and drinking or to do drugs. The tendency to take risks encourages most adolescence to try smoking or drinking even before they are of legal age. Smokers can become the teen's role models. To be 'cool' in front of peers can push adolescents to smoke or drink.

2. Educational challenges

To achieve high scores academically parents put stress on adolescents. The extra burden of school work, extra-curricular activities, and tasks at home can be tiring the adolescents. Distractions at school can result in poor academic achievement among the students.

3. Emotional changes and problems

Adolescence is the age between adulthood and childhood. Adolescents are often puzzled about their role and are torn between their responsibilities as budding adults and their desires as children. They are likely to feel too emotional. Adolescent girls are vulnerable to crying. Mood swings are general among adolescent boys and girls. Physical changes result in self- consciousness. Adolescents faced weird feelings in the case of early puberty. Inferiority or superiority complex may arise among them.

4. Behavioural changes

Adolescence is the time when children expand and exercise their freedom. Often, this can give rise to questioning the parents' rules and standing up for what they believe is right. Noteworthy developmental change in the brain makes adolescence moody, tired, and difficult to deal with. The ruling hormones in teenage boys can push them to get into physical confrontations. They like to listen to loud music. Adolescents want to try new things and take new risks, resulting in careless behaviour. Lying is one of the general adolescent behavioural issues.

5. Aggression and violence

Aggression is particularly a concern with adolescent boys. Adolescent boys start to develop muscles, grow tall, and have a coarser, manly voice. Young boys can get into fights at school. Adolescent boys could start bullying others. Boys may fall into bad company and be drawn to acts of aggression, destruction, and violence. Adolescent girls are likely to suffer violence or aggression by a partner.

6. Health problems

Unhealthy eating habits prevent adolescents from getting the nutrition they need. Consciousness about their figure can lead to eating disorders, especially in girls. Teenage girls who worry about their weight and appearance can develop disorders like anorexia. Adolescents have a hectic schedule as they jump from one activity to another with little time to eat or rest properly. They suffer from loss of appetite and sleeplessness due to stress.

7. Social problems

Adolescents want to have an identity of their own. They tend to look up to role models at home or outer surface. Attraction to the opposite sex begins during the teenage years. Youngsters also start thinking about what is 'right' and 'wrong'. Adolescents start experiencing 'weird' feelings towards the opposite sex. Competition is one more significant aspect of an adolescent's social life. They compete with their peers in about anything and everything.

8. Psychological problems

Adolescents may have low self-respect or lack of confidence. The inferiority or superiority complex often arise from their bodily appearances like skin colour, beauty,

and figure. Poor academic performance and low IQ can also de-motivate them. Depression is one of the frequent psychological problems associated with adolescence. The stress and pressure of youngsters can create anxiety-related problems.

ADJUSTMENT AND PERSONALITY

Personality is unique and specific. Every one of us has a unique prototype in ourselves. No two individuals, not even identical twins behave in the same way over any period of time. Every one of us affirms specific methods for making adjustments. Personality includes everything about an individual. It is all that a person has about him and includes all the behaviour patterns. Consequently, personality is not just a compilation of so many traits or characteristics which is known as personality. It is an organization of all the qualities, traits, behaviours, characteristics, and functions in a unified whole. Personality is not static,it is dynamic and is always in a process of transformation and modification. It is needed for one's unique adjustment in the surroundings. The process of adjusting to the environment is continuous. Each personality is the product of inheritance and environment. Both contribute considerably to the development of the child's personality. There are individual differences in adjustment patterns of human beings across the globe. Such differences are formed even in small units of social organizations such as a community, a school, and even at home. Diverse patterns of adjustment resulting from dissimilar patterns of interactions of individuals with their environments lead to diverse personality structures.

CONCEPT OF PERSONALITY

Personality is derived from the root term "Persona". 'Persona' is a Greek term which means a 'mask'. In Greek plays, each actor was wearing a mask on his/her face before entering the stage. The audience identifies the role the actor would play depending upon the mask that she/he would put on. Behaviours associated with an actor on stage were thus identified with his persona. The expected behaviour would constitute his role. Hence, a role in the behaviour has expected of a person belonging to a particular status.

Personality is the total unification of the physical, intellectual, emotional, social, and character makeup of the individual which is expressed in terms of behaviour experience, manners, attitudes, values, beliefs, ambitions, aspirations, habits, sentiments, temperaments, and traits.

Allport (as cited in Walia, JS. 2007, p. 423) "Personality is the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to the environment".

J.P. Guilford,**(**as cited in Walia, JS. 2007, p. 437)"An individual's personality is his unique pattern of traits.''

Eysenck, H.J. (as cited in Walia, JS. 2007, p. 423)"Personality is the relatively stable organization of a person's character, motivational disposition temperament, intellect and physique, which determine his unique adjustment to the environment."

Freud's anatomy of personality is built around the concept of Id, Ego, and Super Ego**(**as cited in, Mangal, S. K. 2007, p.301).

Id: it is an animal self. It is raw, ravage, and immoral basic stuff of man's personality. It consists of such ambitions desires, tendencies, and appetites of an individual. It knows no laws and follows no rule.

Ego: Ego is a social self. There are egos which act as a policeman to check unlawful activities of the Id. It is the executive unit with veto powers.

Super Ego: The superego is the ethical and moral self of personality. Its function is to warn the ego about its defects. It is the higher part of the personality.

Thus we see that different approaches have been made to define personality but there is no conformity on a single definition of personality. Though there is a variety of a view even then all psychologists have the same opinion on certain basic characteristics. One fundamental fact is that personality is unique and no individual's even identical twins have a resembling personality. The second fact regarding personality is that it is a product of its functioning.

Characteristics of Personality

- **Integrated and Organized:** Personality is the integration and organization and various systems.

- **Determination**: The personality determines our thoughts and actions and gives directions to our specific goals.
- **Adjustment to the environment**: Personality is continuously adjusting to its environment to one‘s inner life.
- **Social:** Personality develops through social interaction. Culture plays a vital role in shaping the personality of an individual.
- **Dynamic**: Personality is the ever-changing, dynamic, and ever-evolving.
- **Psychological**: Personality is both physical and mental.
- **Uniqueness:** There are some specific features and uniqueness in the personality of every individual.
- **Self-conscious**: Personality is the self-conscious because it has a sense of personal identity.

HOME ENVIRONMENT

The home environment is the neighbouring conditions around the home where one lives. It refers to a variety of aspects of people’s domestic lives that contribute to their living condition and their behaviour. It includes social, physical as well as the emotional environment. It also means the surrounding situations and everything which determines an individual at home. The home environment consists of the social and economic status of the family, number of family members, conveniences available at home, the outlook of the parents and children interaction, etc. All these factors in a combined way comprise the home environment. the single most important environmental factors that enable children to develop the belief, attitude, and skill which further help them to learn and engage positively with the world is home. The adjustment is a process that starts at the time of birth if not before. A cordial home environment provides love, care, protection, motivation, support, and opportunities that facilitate children to grow up.

IMPACT OF PERSONALITY ON ADJUSTMENT

An individual attempts to adjust to his environment from the time of conception even. Each individual develops his distinctive way of adjustment in society. It is mandatory

to develop a balanced and healthy personality. The personality is largely determined by how an individual can adjust successfully in life. Allport (1962) rightly pointed out that, “Personality is the dynamic organization within the individual, of those psychological systems that determine his unique adjustment to his environment.” Thus, an individual’s distinctive adjustment is the central part of his personality. It emphasizes on the association between the organism and environment, his unique adjustment to his environment as well. Adjustment and personality are unifying concepts as they comprise the various subsidiary processes of motivation, emotion, and cognition. There are two types of persons in the world one who has a congested attitude and another are those who are ridiculously open-minded. Our personality influences our emotional well-being, physical health, life, and endurance largely. How we perceive reality at work and how we relate with family and friends is affected by our personality attributes like patterns of thinking, feeling, and behaving which not only changes our outlook on life but also changes the way we perceive reality. Extraversion is a general attitude characterized by a dominant interest in the outer world and the social life of an individual. It further diminishes concern for fantasies, reflections, and introspection. The other side of extraversion is introversion. Where the individual can be said as maladjusted because there is a disharmony between the person and his environment. Every individual confronts many adjustment problems which further have a direct impact on dropping the general efficiency of the individual. Thus, individuals having such adjustment problems may not be able to achieve the scholastic pursuits corresponding with their intellectual capabilities. There may be so many other factors that affect the academic performance of the child. Therefore, we can say that personality characteristics determine one’s adjustment in life largely.

IMPACT OF HOME ENVIRONMENT ON ADJUSTMENT

Home is the primary world of an individual. Home can also be regarded as the first school of a child. It builds up one’s personality. The parental relationship is the basic and important most factor for predicting a child’s adjustment in the areas of social competence, academic performance, psychosocial development, and problem behaviour. Parental support and supervision help the students to exceed in their academics. While, an unsympathetic, harsh, and cruel attitude like being dominant or

indulgent hinders the academic progress of a child. Within the home, there are lots of factors that affect the adjustment and personality of students. These factors are:

1. Relationship between father and mother.
2. Relationship between parent and their children.
3. Involvement of the parents in the life activities of their children.
4. Autonomy for the child.
5. Attitudes of parents towards the child (under the protection and overprotection).
6. Recognition and respect for student's status

REVIEWS OF RELATED LITERATURE

Alam (2018) studied adjustment among senior secondary school students to examine the effect of the adjustment on the senior secondary school students of Aligarh district. The sample of 220 11th class students was selected from government and private 10+2 schools located in the located in rural and urban areas of the district. Adjustment Inventory for School Students constructed and standardized by A.K.P. Sinha and R.P. Singh (1971). The data were analyzed using descriptive and inferential statistics. The findings of the study revealed that there is a significant difference in adjustment of senior secondary school students across gender (male and female), locale (rural and urban), academic stream (science and social sciences), and types of school (government and private).

Alam (2017) examined a study on the Impact of the family on the Adjustment of Adolescents. The sample comprised of randomly selected 120 adolescents (Nuclear Families: 60 and joint Families:60) studying in the Xth class in Darbhanga town(Bihar). A descriptive survey method of research was used for collecting the data using a personal information schedule developed by investigators and an Adjustment Inventory developed by Sinha and Singh (1971). There is no significant difference between nuclear and joint families on the measure of emotional, social, and educational adjustment.

Boro (2017) investigated a study on the "Adjustment problem of Secondary School Students of Gorkha Community with respect to Gender – A study." A sample

of 60 students was taken from the randomly selected secondary schools, out of which 30 were girls. The sample was collected using a simple random sampling technique. Adjustment Inventory constructed and standardized by A.K.P Sinha and R.P. Singh (1971) was used to collect data. The finding revealed that there existed a significant difference between the Gorkha community boys and girls of Secondary School. Girls show better adjustment in emotional, social, and educational than boys.

Negi (2017) conducted a study on "A comparative study on Adjustment among Secondary School girls.'' The sample consisted of 100 girl students of class 10th to 12th were selected randomly from English and Hindi medium co-educational and girls school of Dehradun district. The tool used was the Adjustment Inventory for school students (AISS) developed by Dr. A.K.P. Sinha and Dr. R.P. Singh for the study. The finding of the study revealed a significant difference between girls studying in co-educational schools and girls' schools of English and Hindi medium. The girls studying in English medium co-educational schools adjustment was better more than girls studying in Hindi medium co-educational schools.

Gul and Ganai (2015) found that female graduate students have more problems related to their overall adjustment than male students.

Mahalakshmi, Kalaivani, and Pugalenthi(2015)conducted a study on Personality and Home Environment among the higher secondary school students to study the relationship between the home environment of higher secondary students and their personality. A descriptive survey research method was employed. The impact of Home Environment on Personality was investigated on higher secondary school students sample consisting of 60 participants, 23 of whom were females and 37 were males. . Descriptive survey research method was employed. Home Environment Inventory standardized by Karuna Shankar Misra(1983) was used to collect data. The result of the present study clearly indicates that the home environment has a great impact on the personality of higher secondary school students.

Thakur (2014) conducted a study on attitude towards education and adjustment of school-going adolescents in relation to their gender, stream, locality, and type of institution. To achieve the objectives of the study Survey technique under the descriptive method of research was used by the researcher. A sample of 300 students studying in a 10+2 class in government and private senior secondary school was drawn from the Kullu district of Himachal Pradesh. For the collection of data the

investigator used an attitude scale towards education development and standardized by Dr.S.L.Chopra and 'Bell's adjustment inventory developed and standardized by Dr.R.k.Ojha. For computing the gender-wise, stream-wise, Locality-wise, and institution-wise significance of the difference in attitude towards education and adjustment of school-going adolescents, 't'-test was used. The study revealed that Female school-going adolescents have significantly higher problems in health adjustment and social-emotional areas than their male counterparts. Male school-going adolescents have significantly overall adjustment than female school-going adolescents. Students studying in the science stream have a significantly higher favorable attitude toward education as compare to the art students. Students studying in the science stream have significantly higher difficulty in emotional adjustment than the students studying in the arts stream. Students belonging to urban locality have significantly higher difficulties in health adjustment than students belonging to the locality. Students studying in a private institution have significantly higher difficulty in emotional adjustment than students studying in government institutions.

Chauhan (2013) conducted a study on the study on adjustment of higher secondary school students of Durg district. The t-test results indicate that there is a significant difference in adjustment of higher secondary school students and female students have a good adjustment level when compared to the male students.

Goswami (2013) studied personality patterns of institutionalized deprived and normal family-reared children in Guwahati(Assam). The present paper highlights the specific personality pattern of the institutionalized deprived children, who are reared in destitute homes and orphanages because of parental deprivation. The study was conducted in Guwahati city. The investigator has selected 50 institutionalized deprived children from different destitute homes and orphanages situated in Guwahati city using a stratified random sampling technique in the age group of 8 to 18 years. For comparison, 50 normal family-reared children were also selected for the study from 5 government secondary schools of the city, taking 10 students from each school. The study highlighted that institutional care because of parental deprivation linked with behavioural and emotional problems negatively affects personality development. Thus, deprived children living in destitute homes have more problems related to their personality in comparison to normal children living in their own homes.

Peerzada (2013) designed a study to compare the adjustment of science and social science higher secondary school teachers in different areas like home adjustment, school adjustment, emotional adjustment, etc. and showed that the social science teachers have more adjustment problems than science teachers.

Kaur (2012) investigated the problems of adjustment in relation to achievement, sex, and locality. He found that girls have more adjustment power than boys while locality does not influence adjustment power.

Sangeeta and Chirag (2012) foundthat female college students have more adjustment problems in comparison to male college students.

Basu (2012) conducted a study on adjustment of secondary school students and found that adjustment of female secondary school students is significantly better than that of male secondary school students.

Basu (2012)aimed to investigate the adjustment abilities of secondary school students and found that there exist highly significant differences between the adjustment of secondary school students when compared on the basis of gender, type of family structure, and medium of instruction in school.

Chandel (2012) conducted a study on adjustment problems of school-going adolescents in relation to their gender and type of personality. To achieve the objectives of the present study, 'Survey technique under the descriptive method of research' was used by the researcher. In the present investigation, a sample of class 10+2 students was drawn from the government senior secondary school of Himachal Pradesh by adopting the procedure of multistage sampling. Bell Adjustment Inventory developed and standardized by Dr. R.K. Ojha to measure the adjustment problems of students, by Dr.BadrunNisha and Dr.Kiran Gupta. In order to study the nature and distribution of adjustment problems, scores of tribal school-going Skewness and Kurtosis were calculated. The major findings of the study were that the male senior secondary school students face maximum problems of adjustment in the social area and minimum problems in the health area. (ii) In the health area, female senior secondary school students faced the minimum problem of adjustment. (iii) Male and female senior secondary school students did not differ significantly in their overall

adjustment. (iv) It can be concluded that highly creative senior secondary school students face the maximum problem of adjustment in the social area and minimum problem in the health area.

Negi (2011) studied the adjustment problem of Tribal school-going adolescents in relation to their gender and type of institution. The researcher aimed to study gender-wise and institution wise difference in adjustment problems faced by tribal school-going adolescents. The sample comprised of 320 Senior Secondary School students studying in class 10+1 and 10+2 in a different school of district Kinnaur of H.P. For computing the gender-wise difference "t" test was used as statistical technique us. Further to study the adjustment problems of tribal school-going adolescents, analysis of one way was used. In order to collect the requisite data, Bell's adjustment inventory was used. A study revealed that tribal school-going female adolescents have significantly higher problems of adjustment in social and emotional adjustment area, as compared to male tribal school going students. Further, there was no significant institution-wise difference in the overall adjustment problems faced by tribal school-going, adolescents.

Raju, SuvarnaRaju, and Ramana (2011) studied the Adjustment of university students to the hostel environment with an objective to examine the level of adjustment of the student to the hostel environment. Data was collected from the hostels of Andhra Medical College, Visakhapatnam. "Stratified random sampling'' technique was used for sampling collection. 556 students consisting of male, female and foreign students, residing in the hostels of Andhra University and Andhra medical college in Visakhapatnam were administered the standardized Hostel adjustment inventory developed by Krishnan and Sundaram (1992). Analysis of results showed that those students above 25 years of age were better adjusted on the crisis dimension than those below 25 years of age. The difference was found to be significant. Significant gender differences were also found in the room, toilet, and financial adjustment dimensions with females showing better adjustment on the said dimensions. Male were better adjusted on health and recreation and the crisis dimensions. Indian students were found to be significantly better adjusted than foreign students on the dimensions of the room, hostel mates and servants, and finances. Results also revealed that students pursuing professional courses were significantly

better adjusted to their hostel environment on the majority of dimensions than those studying arts courses.

Devi (2011) studied adjustment of students in relation to personality and achievement motivation to understand the problems of adjustment faced by adolescents in areas- Emotional, Social, Educational, and General/ Total sphere. The sample consisted of 699 students studying in high school classes in the state of Haryana. To study student's adjustment in the educational, social, and emotional areas in relation to their personality and achievement motivation three tests - Adjustment inventory for school students A.K.P. Sinha and R.P. Singh, Agra; Eysenck's Personality Questionnaire (Junior) for E and N- Hindi adaptation by Dagar and Achievement Motivation Test- P. Mehta, Delhi were applied. It was found that achievement motivation does not affect the adjustment, Extraversion has a positive effect on social, educational, and general adjustment and Neuroticism harms the emotional, social, educational, and general adjustments. Effect of other secondary aspects on adjustment like sex and school location are also analyzed and found that rural students proved better than the urban students on social, Educational, and General/Total adjustment.

Sharma (2011) conducted a study on the personality traits of senior secondary school students in relation to their gender and type of family. The main objective was to study gender-wise and family-wise differences in the personality trait of senior secondary school student's w.r.t. (1) Activity passivity trait. (ii) Enthusiastic and non –enthusiastic trait. (Iii) Assertive submissive. (iv) Suspicious trusting. (v) Depressive-Non-depressive. (vi) Emotional instability and emotional stability. A sample of 250 secondary school students studying in government and private schools in district Mandi was taken. Data were analyzed through a t-test. The study revealed that there is a significant difference in mean scores of activity passivity traits. Suspicious trusting trait and emotional instability and instability trait of the personality of male and female students. There is no significant difference in mean scores of enthusiastic and non – enthusiastic, assertive submissive and depressive and non- depressive traits of personality of male and female school students. There is a significant difference in mean scores of an enthusiastic and non-enthusiastic trait of the personality of senior secondary school students in relation to their family type. There is no significant difference in activity passivity, assertive submission, suspicious trusting, emotional

stability, and emotional instability trait of the personality of senior secondary school students in relation to their type of family.

Telukar (2008) conducted a study on the topic "Adjustment problems of adolescent students." The objective of the study was to find out the level of adjustment of male and female adolescent students in the area namely home, health, social, emotional, and educational. The study reported that the study home, health, social, emotional, and educational adjustment of the male student was found to be average. But educational adjustment of a female student was found to be unsatisfactory.

Talukdar and Talukdar(2008) conducted a study on Adjustment problems of Adolescent students. The study was conducted on 200 adolescent students -100 male and 100 female of class XI and XII, aged 16 to 19 years to assess their level of adjustment in the area namely home, health, social, emotional, and educational and to identify the major factors responsible for adjustment problems in adolescents. Adjustment inventory for college students (AICS) developed by A.K.P. Sinha and R.P. Singh (1995) was used for the study. The result revealed unsatisfactory adjustment of female adolescents in different areas under study. The emotional adjustment of both groups was unsatisfactory. Many factors identified in the study were thought to be responsible for adjustment problems in adolescents.

Singh (2006) examined the effects of the socio, emotional, and socio-emotional climate of the school and sex on the adjustment of students along with their interaction effects. Boys were significantly better than girls in their health adjustment at different levels of the socio-emotional climate of the school.

NEED AND SIGNIFICANCE OF THE STUDY

In the 21st century, the world is becoming more and more competitive. Excellence in academics has become the core factor for an individual's growth and advancement. Education as we know is the most powerful instrument used to shape the future of the nation. Human development is the overall aim of education. Education passes through our life from cradle to grave. If we see the general aim of education is to prepare an individual to lead life productively. Among the various stages of education namely kindergarten, primary and secondary, secondary education

plays the most important and crucial role in the significant growth and development of a child. Secondary education is a phase of education designed particularly for students of ages ranging from 15 to 18years. In this age range, the importance is given to basic learning, adequate expression, and developing an understanding of the use and extension of the tools in exploring dimensions of thought and thinking and also in exploring and acquiring information, concepts, intellectual skills, and attitudes. Among all stages of life, it is one of the most important stages of life because it lays the basis of the individual's future education or vocational choices, which, further determines the prospective occupational, social, or economic positions in the society. Parents aspire that their children climb the ladder of achievement to as high a level as possible. This aspiration for a high level of achievement puts a lot of stress, strain, anxiety, and pressure on students, teachers, schools, and in general on the education system itself. As adolescents are the base pillars of our future society. So, it is a major obligation as well as the accountability to grow these base pillars in a healthy environment to secure a healthy future.

Adolescence is a stage of life that is in general can be considered as "rebirth of individual" as some physiological, emotional, intellectual changes take place. It is the stage of life where transformation in the personality of an individual takes place. According to Piaget, there is a spurt in the cognitive development of the individual at this age. Moreover, it is also the period wherein an individual is under the pressure of peer group, parents, or elders. Consequently, an individual always faces conflict, clashes, and struggles related to desires, needs, and satisfaction. Adolescents at the school and college level suffer from lots of psychological problems like irritability, worries, fear, disturbed interpersonal relationship, antipathy towards authority, health-related worries, and so on. These are indicative of the lack of the most advantageous state of adjustment. Education trains man to adjust to him and the social order of society. We human being fights and struggles to adjust ourselves to physical needs such as hunger and protection from harm. We also try to satisfy basic psychological needs for emotional security, acceptance, etc. Adjustments can be regarded as harmony between a person and his environment. The process of adjustment is dynamic rather than static in nature. We constantly change. The individual and his environment are constantly changing. The behaviour of an individual in the family and with friends is also changing with the change in age and experiences. Home and

family are the most important places where the child can receive all kinds of guidance. Parents are the first teachers of the children. By the family norms, each one learns different qualities and regularities from parents and other family members. The particular attitude they learned from their home shine towards. Education moulds the personality of the child. Personality attributes also determine one's adjustment in life. Man is a social creature that gets largely affected by his surroundings. Every individual has a unique personality and characteristics. Personality is a decisive factor for knowing, understanding, or evaluating any person. Personality mostly depends on the psychophysical development of a person. Personality includes a person's nature, temperament, intelligence, interest, attitude, aptitude, ideals, expectation, and many more similar characteristics. The personality of an individual is strongly determined by the hereditary factors but the environmental factors cannot be ignored. The experience gained at home, neighbourhood and school put down foundations for the personality. Young people go through a change in the adolescent period and one of the major issues they face is an imbalance between mental health and their social identity. They experience many kinds of stress creating situations, pressures, problems, and circumstances such as pressure from the peer group, admission to a new school, breaking relationships with friends, arguments with parents, struggle for independence, test anxiety, and many pubertal changes, truancy, etc. Adjustment during the period of adolescence determines the fate of a person as an adult. Usually, adolescence is supposed to be a span of immense stress and storm because rapid physical, as well as mental changes occurred during this period. Achievement of developmental tasks leads to contentment that helps to do well in later tasks. Failure of an individual lead to unhappiness and a developmental lag. Good adjustments make the adolescents feel good, self-satisfied, and happy which further motivates them for future success. Also, it encourages them to be independent thinkers and to build self-confidence which in turn improves their mental health and self-esteem. School plays an imperative role in the development of an adolescent as they spend maximum time in school, engaging in extracurricular activities. Even at home, they get engaged in academic work. School is the only organization that contributes to the total educational and socialization process directed for the development of the personality of an adolescent. It includes associations among and between teachers, parents, students, administration, and the community as well which influences overall development through the academic demands of prescribed curricula.

Teachers and parents are the responsible persons who can provide the right type of education to the young growing adolescents. They can make them aware of various problems of adjustment which senior secondary school students (adolescents) faced. If the adolescents of a country are maladjusted then the progress of a country is not possible. So, for the proper guidance to adolescents, adequate education is needed. There are high chances of mild adjustment and maladjustment among the students of the adolescent group. Taking into consideration the above factors, the present study is a steeping effort to study the adjustment of senior secondary school students in relation to their personality type and home-environment and it will suggest ways and means reduce the same among senior secondary school students. Hence, the present study is purely significant and deserving of the attention it has gain.

STATEMENT OF THE PROBLEM

"ADJUSTMENT OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR PERSONALITY TYPE AND HOME-ENVIRONMENT"

OBJECTIVES OF THE STUDY

1. To study the Adjustment of senior secondary school students.
2. To study the Adjustment of senior secondary school students in relation to their personality type.
3. To study the Adjustment of senior secondary school students in relation to their home environment.
4. To study the Adjustment of senior secondary school students in relation to their Gender.
5. To compare the Adjustment of senior secondary school students in relation to their personality type.
6. To compare the Adjustment of senior secondary school students in relation to their Home-Environment.

7. To compare the Adjustment of senior secondary school students in relation to their Gender.
8. To study the interaction effect of Personality type and Home-Environment with regard to the Adjustment of senior secondary school students.
9. To study the interaction effect of Personality type and Gender with regard to the Adjustment of senior secondary school students.
10. To study the interaction effect of Home-environment and Gender with regard to the Adjustment of senior secondary school students.

HYPOTHESES OF THE STUDY:

1. There will be no significant difference in the Adjustment of senior secondary school students.
2. There will be no significant difference in the Adjustment of senior secondary school students in relation to their personality type.
3. There will be no significant difference in the Adjustment of senior secondary school students in relation to their home environment.
4. There will be no significant difference in the Adjustment of senior secondary school students in relation to their Gender.
5. There will be no significant difference in the Adjustment of senior secondary school students in relation to their personality type.
6. There will be no significant difference in the Adjustment of senior secondary school students in relation to their Home-Environment.
7. There will be no significant difference in the Adjustment of senior secondary school students in relation to their Gender.
8. There will be no significant interaction between Personality type and Home-Environment of senior secondary school students with regard to the Adjustment.
9. There will be no significant interaction between Personality type and Gender of senior secondary school students with regard to the Adjustment.

10. There will be no significant interaction between the Home-Environment and Gender of senior secondary school students with regard to the Adjustment.

DELIMITATIONS OF THE STUDY

This study will be delimited to the following aspects:

- The objectives are confined to study the Adjustment of Senior Secondary school students in relation to their Personality type, Home- Environment, and Gender. Thus, the Adjustment of Senior Secondary school students will be taken as a dependent variable. The independent variables in this study will be Personality type, Home- Environment, and Gender.
- The study will be restricted to senior secondary school students studying in class 10+1 and 10+2 of government senior secondary schools affiliated to Himachal Pradesh Board of School Education, Dharmshala.
- The study will be restricted to four districts (Kangra, Mandi, Shimla, Sirmour) of Himachal Pradesh.
- The descriptive survey method of research will be used.
- Data will be collected by using the Adjustment Inventory, Personality Inventory, and Home Environment Inventory.

OPERATIONAL DEFINITIONS OF THE KEY TERMS USED

Adjustment

Adjustment is the behavioural procedure of human beings to equilibrate the conflicting needs. These needs are challenged by environmental obstacles. Human beings are potentially viable to adjust to physical, social, and psychological demands. These demands arise from inter dependability of one individual with another individual. In growing up aging adjustment act as organizational behaviour in different life situations such as at home, at school, at work, etc. It is a continual course of behaviour, by which an individual produce harmonious relationships between internal, external, and social environment. In this study, adjustment of senior secondary school students will be categorized with respect to three areas of adjustment – social adjustment, emotional adjustment, and educational adjustment.

Personality type

Personality type refers to the psychological classification of different types of individuals. Types are behavioural tendencies that involve qualitative differences between peoples. Personality is the total unification of the physical, intellectual, emotional, social, and character greasepaint of the individual. These behavioural tendencies are expressed in terms of behaviour experience, manners, attitudes, values, beliefs, ambitions, aspirations, habits, sentiments, temperaments, and traits. In this study, the personality of senior secondary school students will be categorized into two types depending on Jung's classification of Personality i.e. Introvert and Extrovert.

Home environment

The home environment is the psycho-social environment characteristic of the family. That psycho-social home environment exerts the greatest influence on the development and perpetuation of the individual behaviour. In this study, the Home environment is designed to measure the psycho-social climate of the home. In this, scores used to provide a measure of the quality and quantity of the social, emotional, and cognitive support of the home environment of the senior secondary school students with ten aspects (1) Control (ii) Protectiveness (iii) Punishment (iv) Conformity (v) Social Isolation (vi) Reward (vii) Deprivation of Privileges (viii) Nurturance (ix) Rejection (x) Permissiveness.

Senior secondary school students

The students, who are studying in class 10+1 and 10+2 of government senior secondary schools affiliated to Himachal Pradesh Board of School Education, Dharmshala.

RESEARCH METHODOLOGY

The research methodology is a systematic way to solve the research problem. It provides a logical and empirical base for data collection and analysis of data to draw logical inferences and thereafter to make meaningful suggestions. The decision about the methods to be employed for the accomplishment of aims and objectives of research depends upon the nature of the problem selected and the kind of data required. The present methodology of this study will be based on the survey method under descriptive research.

SAMPLING

In statistics, a sample is a subset of a population, which is used to represent the entire group as a whole. To obtain the required information from the respondents, multistage sampling will be used.

In the first stage, on the basis of the report of Directorate of Higher Education, Himachal Pradesh, Shimla, the 12 districts of Himachal Pradesh will be ranked from rank 1 to rank 12 depending upon the number of senior secondary schools in each district.

After the ranking of 12 districts of Himachal Pradesh, the top four districts will be taken for data collection.

Data will be collected from 1200 government senior secondary school students from the selected districts by using convenient sampling.

VARIABLES OF THE STUDY

Independent Variables

- Personality type
- Home environment
- Gender

Dependent Variable

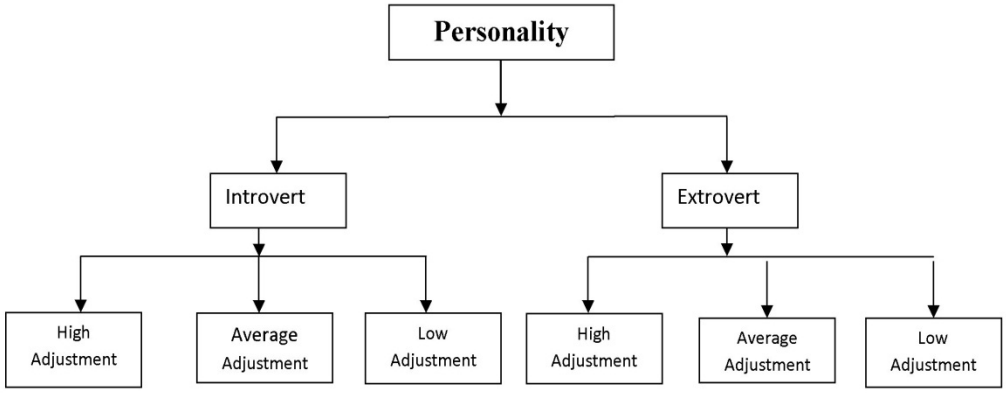
- Adjustment

RESEARCH TOOL TO BE USED

In the present study, the following research tools will be used;

1. Adjustment Inventory developed by Prof. A.K.P. Sinha and Prof. R.P. Singh (2019)
2. Personality Inventory by Y. Singh and H.M. Singh (2011)
3. Home Environment Inventory, by K.S. Mishra (2012).

RESEARCH DESIGN FOR STUDY



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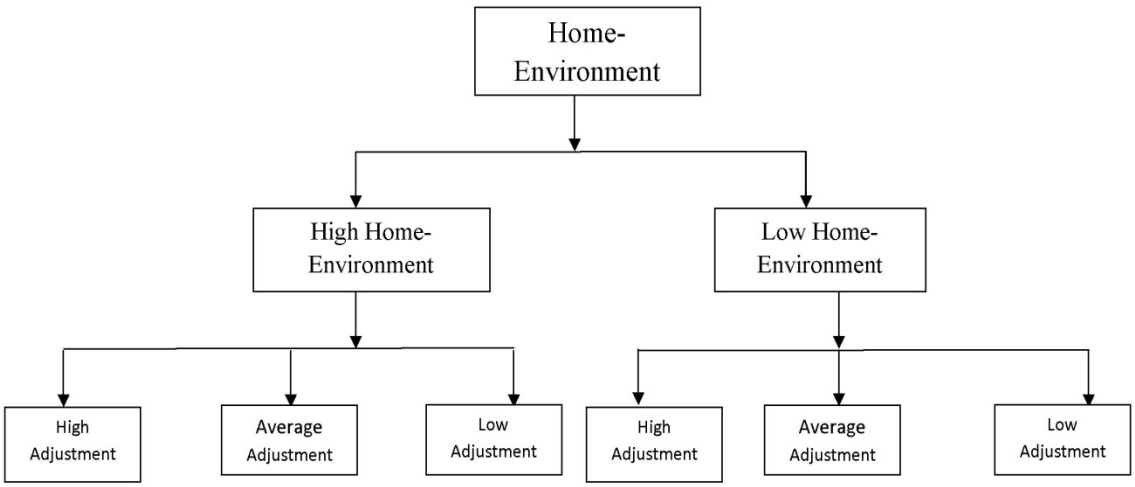

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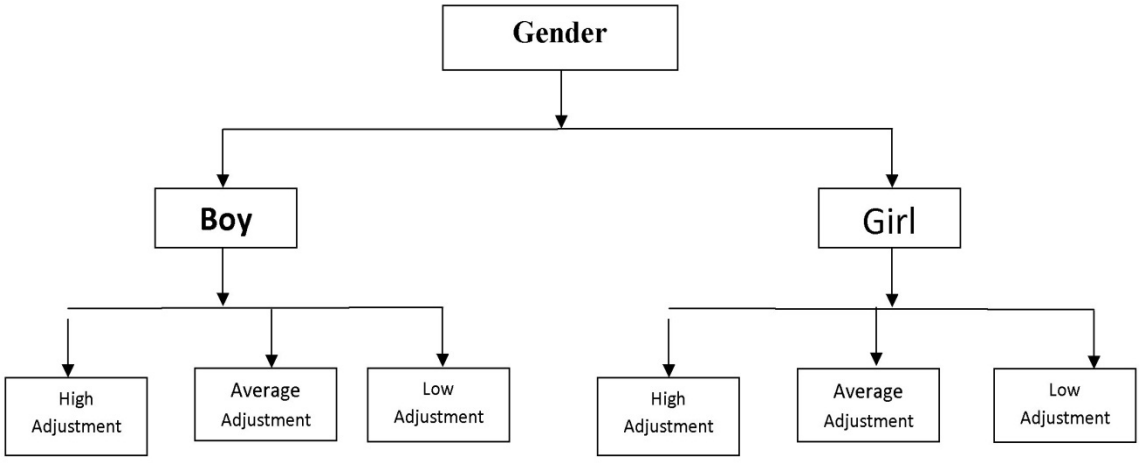

(Scores on Dependant variable)

STATISTICAL ANALYSIS

The data collected will be converted to meaningful information by its proper classification, tabulation, analysis, interpretation, and presentation. For this purpose t-test will be used to find the significant difference between two means of independent variables, whereas to test the significances among more than two means Analysis of Variance (ANOVA) will be used. Also, to explore the level of dependent variables mean and SD will be calculated.

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